

**A DESCRIPTIVE STUDY ON TEACHER-STUDENTS INTERACTION IN
SPEAKING CLASS AT SMP N 1 TOROH IN 2016/2017 ACADEMIC YEAR**



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By

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Abstract

This research aims at describing the aspects of teacher-students interaction in speaking class, the types of teacher-students interaction, the problems faced by the teacher and the students in speaking class, and the strategy used by the teacher. This research uses descriptive qualitative research. The writer gets the data of this research from event, informant, and document. The events in this research are all of the activities faced in speaking class. Informants are the English teacher and the students of VIII I class at SMP N 1 Toroh. Documents are all of the written information related to the interaction in speaking class. The methods of collecting data are observation, interview, and documentation. The result of this research shows that the aspects of teacher-students interaction in speaking class of VIII I at SMP N 1 Toroh are teacher talk and learner talk, and the interaction done by the teacher and the students. The teacher implemented three steps of teaching cycle namely; opening, core learning, and closing. The method of speaking classroom interaction is Brown's Interaction Analysis System (BIAS). There are three types of interaction faced in speaking class namely; learner-content interaction, learner-instructor interaction, and learner-learner interaction. The problem faced in speaking class by the students are get difficulty in vocabulary, and pronunciation.

Keywords: interaction, speaking, descriptive text, Brown's Interaction Analysis System (BIAS), scaffolding theory.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan interaksi guru dan siswa dalam kelas speaking, jenis-jenis dari interaksi, masalah yang terjadi di kelas berbicara, dan strategi yang digunakan oleh guru. Jenis penelitian ini adalah deskriptif kualitatif. Penulis memperoleh data pada penelitian ini dari peristiwa, pemberi informasi (guru-siswa), dan dokumentasi. Peristiwa dari penelitian ini adalah semua aktifitas yang terjadi di kelas berbicara. Pemberi informasi yaitu guru bahasa Inggris dan siswa kelas VIII I SMP N 1 Toroh. Dokumentasi dari semua informasi tertulis terkait interaksi di kelas berbicara. Metode pengambilan data yaitu observasi, wawancara, dan dokumentasi. Hasil dari penelitian ini menunjukkan interaksi guru-murid di kelas berbicara VIII I SMP N 1 Toroh adalah baik, dan interaksi dilakukan oleh guru dan siswa. Guru menerapkan tiga langkah siklus pengajaran, yaitu pembukaan, isi, penutup. Metode dalam interaksi di kelas berbicara yaitu menggunakan teori dari Brown's Interaction Analysis System (BIAS). Ada tiga jenis interaksi yang terjadi di kelas berbicara, yaitu siswa-isi interaksi, siswa-guru, siswa-siswa. Masalah yang dihadapi di kelas berbicara yaitu siswa mengalami kesulitan pada kosakata dan cara pengucapan.

Kata Kunci: interaksi, berbicara, teks deskriptif, Brown's Interaction Analysis System (BIAS), teori scaffolding.

1. INTRODUCTION

Lazaraton in Celce Murcia, (2002:103) states that “speaking is an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners”. Interaction in speaking class is the performance done by two people or more such as done by the teacher and the student or the student with other students.

Scaffolding is improvingly being used to describe the support provided for students to learn successfully in speaking class. Scaffolding by Wood, Bruner, and Ross (1976) as an “adult controlling those elements of the task that are essentially beyond the learner’s capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.”

In teaching learning process, the teacher of SMP N 1 Toroh explains the material using English language until the students really understand about it. The teacher also helps the students who have difficulties in order to all of the students understand in teaching learning process.

The reasons of the writer choose this topic because the writer wants to know the interactions done by the teacher and the students at SMP N 1 Toroh in 2016/2017 academic year. The writer also wants to know whether the teacher and the students use English language or not in the interaction in speaking class, and also to know the student’s respond.

The problem statements of this research are: how is the teacher-students interaction in speaking class at SMP N 1 Toroh in 2016/2017 academic year; what are the types of interaction conducted in speaking class SMP N 1 Toroh in 2016/2017 academic year; what the problems faced in teacher-students interaction in speaking class SMP N 1 Toroh in 2016/2017 academic year; what is the strategy used by the teacher when the teacher faced the problem in teacher-students interaction in speaking class SMP N 1 Toroh in 2016/2017 academic year.

2. RESEARCH METHOD

The type of this research is qualitative research. Moleong (2007: 3) states that “descriptive research is a type of research which does not use calculation or enumerating”. To collect the data the writer uses three kinds of instruments those are observation, interview, and documentation. The data sources of this research are event, human, and document. They are the event that happened in the classroom, the English teacher and the students. The techniques for analyzing the data the writer uses reducing the data, displaying the data, and verifying the data.

3. RESEARCH FINDING AND DISCUSSION

After conducting the research, the researcher draws some results as follows: the interaction between the teacher and student in speaking class, the types of interaction conducted in speaking class, problems occur in speaking class, and the strategy used by the teacher at SMP N 1 Toroh in 2016/2017 academic year.

3.1 Teacher Students Interaction in Speaking Class

In analyzing teacher and students interaction in speaking class, the writer focuses on analyzing categories into two main points: there are classroom activities and interaction analysis by using Brown’s Interaction Analysis System.

3.1.1 Aspects of Interaction

The writer observed classroom activities in the VIII I of SMP N 1 Toroh for three times. The English teacher’s name is CasmudiSiswandi,S.Pd. The interaction between the teacher and the students consist of two aspects, there are teacher talk and learner talk.

3.1.2 Brown’s Interaction Analysis System

Brown’s Interaction Analysis System (BIAS) consists of seven categories. There are three types of teacher- talk, two of students’ talk, one silence, and one unclassified. The three types of teacher-talk are Teacher Lectures (TL), Teacher Question (TQ), Teacher Response (TR); the two of students’ talk are Pupils Response (PR), Pupils Volunteer (PV); and the other types are Silence (S) and Unclassified (X). In this research, the writer only found

four categories, there are: (1) Category TQ-PV, (2) Category TQ-PR, (3) Category TQ-PR-TR, (4) TL-PR.

1) Category TQ-PV

For example:

Mr. Cas : “Who want to translate this sentence?” (He picked a few mangoes and put them in a small plastic bag.)

(Putri raised her hand to translate the sentence)

Putri :
“Diamemetikbeberapa manggadandimasukkan ke kantong plastik kecil.”

2) Category TQ-PR

For example:

Mr. Cas : “Where Tony have embarrassing experience, Siti?”

Siti : “House’s friend.”

3) Category TQ-PR-TR

For example:

Mr. Cas : “Who always help the parent when holiday?”

Students : (all students raise their hand)

Mr. Cas : “Wow, oh very good! OK start from Ferda. What do you do when holiday?”

Ferda : “I help my mother, for example sweeping the floor, and washed the dishes.”

Mr. Cas : “Oh, very good, Ferda.”

4) Category TL-PR

For example:

Mr. Cas : (explain about narrative text) “Narrative text is text to amuse or to entertain the reader with the story. Who are know the generic structure of narrative text?”

Hendrika : (raised his hand) “Orientation, complication, resolution and reorientation.”

Mr. Cas : “Woww, good Hendrika. And then, give the example of narrative text, Bila.”

Bila : “The Rabbit and The Turtle, Cinderella, Snow White.”

Mr. Cas : “OK, good, Bila.”

3.2Types of Interaction

The writer found the types of interaction used by the teacher and the students in SMP N 1 Toroh. There are three types of interaction used by the teacher and the students, they are: (1) Learner-content interaction becomes the main interaction because the content or subject can be interactive or provide for one way communication both the teacher and the students, (2) Learner-instructor interaction becomes the main of interaction because the instructor can to be the motivating students to learn, maintaining, and enhancing their interest in subject matter, (3) Learner-learner interaction becomes the type of interaction used by the teacher and the students in the classroom. The students not only need the teacher, but also need the other students.

1) Learner-Content Interaction

For example:

Mr. Cas : What are you watching there? (show the display text)

Students : There is a girl on the bed.

Mr. Cas : What did she get up?

Bila : Seven o'clock.

2) Learner-Instructor Interaction

For example:

Mr. Cas : Good Morning, students.

Students : Good Morning, Sir.

Mr. Cas : How are you today?

Students : I'm fine, and you?

Mr. Cas : Fine too. Thank you.

3) Learner-Learner Interaction

For example:

Hendrika : Apaartidari embarrassing, Putri? (What is the meaning of embarrassing, Putri?)

Putri : Embarrassing berarti memalukan.

Hendrika : What is the meaning of Tony fell the ground?

Putri : The meaning is Tony jatuh ke tanah.

3.3 Problem Faced In Speaking Class

From the observation and interview done in the class VIII I of SMP N 1 Toroh 2016/2017, the writer found several problems faced in speaking class. The problems were faced by the students and the teacher.

3.3.1 Problem Faced by the Students in Speaking Class

In the observation and interview, the writer found that the problems faced by the students in interaction in speaking class are: (1) Limited vocabulary. Limited vocabulary becomes the main problem for the students in interaction in speaking class because the lack of student's knowledge in English language. Based on the interview on several students, the writer found the student's difficulties in changing Indonesian words to English words or English words to Indonesian words, (2) Pronunciation. Pronunciation also become the problem to the students in interaction in speaking class because unfamiliar the words.

3.3.2 The Problem Faced by the Teacher in Speaking Class

Based on the observation and interview, the writer found that in speaking class, the teacher and the students interacted each other. The teacher could stimulate the students in interaction. The problem faced the teacher in speaking class are: (1) The students too slow. The students' too slow gave influence to the activeness of the students in teaching learning process, especially in speaking class. The teacher in SMP N 1 Toroh could make the students to be active with his method, (2) The students are the less to thinking. In teaching learning English, the students are not always active in the class. Sometimes, the students were indolent to answer the teacher's question. According to the students, one of

the reasons they did not want to answer the question because they don't know the vocabulary and they were afraid if the answer is false.

3.4 Strategy Used by the Teacher in Speaking Class

Strategy used by the teacher when the teacher faced the problem is by changing the word if the students don't know the meaning of the word. Changing the word to be simpler will make the students understand the meaning of the word. Changing the word can also make the students understand the similarity of the word which not know by the students. This method can make the students more interested, because they have new words and familiar with the new words.

4 CONCLUSION

After describing and analyzing the data, the writer draws conclusion about the teacher and the students' interaction in speaking class at SMP N 1 Toroh in 2016/2017. The writer concludes that the aspect of interaction consists of two aspects; there are teacher talk and learner talk. The teacher talk is a talk used by the teacher when the teacher mentioning the students. Learner talk can be used by the students to express their own idea or opinions. The writer finds the teacher talk and learner talk in this class of SMP N 1 Toroh. The teacher gives the opportunity to the students to ask and answer question. The teacher use English language to help the students to understand the English and English can be familiar to the students. The types of interaction used by the teacher and the students in speaking class are learner-content interaction, learner-instructor interaction, and learner-learner interaction. The problems faced by the students in speaking class are limited vocabulary and pronunciation. The problems faced by the teacher in speaking class are the students too slow and the students are the less to thinking. The strategy used by the teacher when the teacher faced the problem of interaction in speaking class are the teacher change the word if the students don't understand the word and the teacher show the video or text to interest the students in learning process.

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